

	Unit Title Hyperlink to SOW	YEAR 12	Description	Levels covered	Skills & content covered	Skills & content revisited	Links to Y13 skills and content	Marking and feedback	Assessment schedule, including criteria	Deadline	How work will be standardised or moderated
12.1	The City and the Urban Environment	Techniques AND The City and the Urban Environment	Students are encouraged to work and develop skills in a multi-disciplinary and cross-disciplinary way, exploring the connections between areas of art, craft and design and gaining knowledge and understanding of the scope and variety of approaches to Photography. Contextual sources-trip out to current exhibition. Relevant research. Launch of theme The City and the Urban Environment project . City Walk to equip students with a body of work to help them to make contextualised responses to photographers who work around the theme of the Urban Environment. Structured Teaching – to equip students with skills and concepts required to embark on a Personal Investigation for Component 1. Structured teaching to embed the basic skills to support students who have not studied Photography previously.	A-G	Aperture, shutter speed, ISO, exposure triangle. Creative, imaginative and practical recording skills for communicating and expressing ideas, feelings and meanings in photography using the formal elements through exploration with a wide range of techniques including studio lighting and darkroom skills. As the half term progresses students will use the skills and techniques they have learned in the City project and take them into the Portraiture project to enable an understanding of how the techniques are transferrable. Students will visit a relevant exhibition and do the City Walk trip if we are able to run trips. If this is not possible students will complete the City Walk independently.	Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills linked to the four assessment objectives.	Introduction to a variety of experiences that explore a range of photographic media, techniques and processes. Students made aware of both traditional and new technologies. Developing competence and confidence. Students begin to show competent/confident and assured ability	Students are made aware of their ALPS and the marking system. Assessment matrix forms given to students. Tutorial system and one to one recorded on Bulb. Students are expected to spend a minimum of five hours on homework each week.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade.	13th Oct Y12 settling in data deadline Concern Screen Deadline Assessment Week in Class	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation.Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.

OCTOBER HALF TERM 23RD - 27TH OCTOBER

12.2	The City and the Urban Environment	Techniques AND The City and the Urban Environment	Students are encouraged to work and develop skills in a multi-disciplinary and cross-disciplinary way, exploring the connections between areas of art, craft and design and gaining knowledge and understanding of the scope and variety of approaches to Photography. Contextual sources-trip out to current exhibition. Relevant research. Launch of theme The City and the Urban Environment project. City Walk to equip students with a body of work to help them to make contextualised responses to photographers who work around the theme of the Urban Environment. Structured Teaching – to equip students with skills and concepts required to embark on a Personal Investigation for Component 1. Structured teaching to embed the basic skills to support students who have not studied Photography previously.	A-G	Aperture, shutter speed, ISO, exposure triangle. Creative, imaginative and practical recording skills for communicating and expressing ideas, feelings and meanings in photography using the formal elements through exploration with a wide range of techniques including studio lighting and darkroom skills. As the half term progresses students will use the skills and techniques they have learned in the portraiture project and take them into the City project to enable an understanding of how the techniques are transferrable.	Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills linked to the four assessment objectives.	Introduction to a variety of experiences that explore a range of photographic media, techniques and processes. Students made aware of both traditional and new technologies. Developing competence and confidence. Students begin to show competent/confident and assured ability	Students are made aware of their ALPS and the marking system. Assessment matrix forms given to students. Tutorial system and one to one recorded on Bulb. Students are expected to spend a minimum of five hours on homework each week.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade	PC1 17th November 2023 (7-12)	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation.Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
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CHRISTMAS BREAK (INCL) FRIDAY 22ND DECEMBER - RETURN MONDAY 8TH JANUARY 2024

12.3	Portraiture	Structured teaching Encouraging independence Student response to given and increasingly self-selected stimuli.	Launch of the Portraiture/techniques project. A short project on designed to develop an understanding of both camera settings, studio lighting and darkroom techniques. In addition to the technical information and experimentation, students will research, analyse and respond to a series of photographers working on the theme of portraiture. Initial intensive induction course-experimental workshops Structured Teaching – to equip students with skills and concepts required to embark on a Personal Investigation for Component 1		Aperture, shutter speed, ISO, exposure triangle. Creative, imaginative and practical recording skills for communicating and expressing ideas, feelings and meanings in photography using the formal elements through exploration with a wide range of techniques including studio lighting and darkroom skills.			Students are made aware of their ALPS and the marking system. Assessment matrix forms given to students. Tutorial system and one to one recorded on Bulb. Students are expected to spend a minimum of five hours on homework each week.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade		
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FEBRUARY HALF TERM 12TH - 16TH FEBRUARY 2024

12.4	WAYS OF SEEING		This third short project looks closely at context and meaning in Photogrpahy and students will develop a project based around the theme of 'Narratives' or 'Alternative Viewpoints'. Continuing to respond to key photographers with a growing confidence leading to the development of own ideas. Independence is encouraged with a view to students responding in a conceptual manner to ideas and themes which are taken as source material. Continuation of development of key skills at a higher level and a growing use of manual settings on the camera. Structured Teaching – to equip students with skills and concepts required to embark on a Personal Investigation for Component 1. Structured teaching to embed the basic skills to support students who have not studied Photography previously.		Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.The skills to analyse, discuss and evaluate images, make and record independent judgements.	Students learn to be resilient and to constantly challenge themselves by trying new things and experimenting with new techniques and ideas.	Develop practical and theoretical knowledge and understanding of: <ul style="list-style-type: none"> •• relevant materials, processes, technologies and resources •• how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts •• how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts •• continuity and change in different genres, styles and Competent/confident and assured analytical and critical understanding	Students are made aware of their ALPS and the marking system. Assessment matrix forms given to students. Tutorial system and one to one recorded on Bulb. Students are expected to spend a minimum of five hours on homework each week.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade	PC2 1st March 2024 (7-12)	
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EASTER BREAK (INCL) FRIDAY 29TH MARCH - RETURN MONDAY 15TH APRIL 2024

12.5	Component 1 - Personal Investigation		Students use their skills and experience to decide upon a theme for their personal investigation. Component 1 ongoing until February 2022	A-G	The skill to generate and explore potential lines of enquiry using appropriate media and techniques. Talk to students about how to develop their work through a 'sustained investigation' and how to review and refine. Talk through their ideas and in tutorials/one-to-one discussions talk about how to develop their work	Students learn to be resilient and to constantly challenge themselves by trying new things and experimenting with new techniques and ideas within the framework of the assessment objectives	record experiences and observations, in a variety of ways using appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information	Students are made aware of their ALPS and the marking system. Assessment matrix forms given to students. Tutorial system and one to one recorded on Bulb. Students are expected to spend a minimum of five hours on homework each week.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade	PC3 10th May 2024 (Y12 only)	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
MAY HALF TERM 27TH - 31ST MAY 2024											
12.6	Component 1 - Personal Investigation		Students use their skills and experience to decide upon a theme for their personal investigation. Component 1 ongoing until February 2024	A-G	The skill to review and modify work; plan and develop ideas on an externally set theme. The skill to organise, select and communicate ideas, solutions and responses, and present them in a visual form which makes a personal and highly individual response to a given theme.	Students learn to be resilient and to constantly challenge themselves by trying new things and experimenting with new techniques and ideas within the framework of the assessment objectives. The skill to realize intentions and produce and present outcomes	respond to a stimulus to produce work which provides evidence of their ability to research and develop ideas and to make clear the link between their own and others' work within specified time constraints. consolidating understanding and application of practical and theoretical knowledge and understanding of techniques and resources.	Students are made aware of their ALPS and the marking system. Assessment matrix forms given to students. Tutorial system and one to one recorded on Bulb. Students are expected to spend a minimum of five hours on homework each week.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade one-to-one dialogic marking in lessons.		Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present. Component 1 =60% Component 2=40%